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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | Introduce and play Shelley Jackson’s “My Body.” This work will reveal creative use of hypertext. It is a good example of an alternative writing space. A review of hypertext. |
| **5–10** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  Teacher will initiate discussion of salient points from Jackson’s work. What did you find interesting in this work? Is this something you might like to try?  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Narrative, profile, thumbnail, Flash |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Focus to day on textual elements of the project. At the very least, the project will reveal thumbnail profile of all class members. Teacher will remind students that some of this project is reflective of traditional genre composition. |
| **10–15** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Unlike last weeks project (autobiography), students will compose short biographical profile material to accompany thumbnail photos in the project. 3 to 4 lines of text should accompany selected photos. Students will assist each other id development of thumbnail profiles using index cards and available technology. Photo from social media may be used or new picture from cell phone can be used. |
| **5–10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Whole class refocus session. Class led by design Group 1 must decide what other elements will be reveal in the work and what the initial façade (interface?) will look like. |
| **5–10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Collaborating specialized personnel from IT and Computer Science will guide class in feasibility of design decisions. Class has decided that the game will begin as a graphic design of a school house. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Design decision: How will player get from frontispiece to revelatory items about the class? Besides thumbnail profiles of class members, what else will the game reveal about room 314? |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |